

21/05/15 - 4

Bundelkhand University, Jhansi
Faculty of Education
Syllabus for Two-year M.Ed. Programme
(Session 2015-17 Onwards)

Regulations

1- Preamble

The Master of Education (M.Ed.) Programme is a two-year professional programme in the Teacher Education which aims at preparing teacher educators and other education professional including curriculum developers, educational policy analysts, planners, administrators, supervisor, school Principals, and researchers. The completion of the programme shall lead to M.Ed. degree with specialization.

2- Duration and working days

- 2.1- **Duration:** M.Ed. programme shall be of the duration of at least two academic years with a maximum of 03 (three) years for the completion of course.
- 2.2- **Working days:** As per norms of NCTE/State Government/B.U. Jhansi.

3- Attendance

A candidate will not be eligible to fill the examination form unless he/she fulfills the required attendance as per norms of NCTE/State Govt./ B.U. Jhansi.

4- Intake, Eligibility and Admission procedure

- 4.1 - **Intake-:** As approved by NCTE
- 4.2- **Eligibility:**
- (a) As per Norms of NCTE
 - (b) The reservation in seats and relaxation in the qualifying marks in favour of reserved categories shall be as per the rules of the State Government.
- 4.3 - **Admission Procedure:** Admission shall be made as per the merit list prepared on the basis of marks obtained in the qualifying examination and/or in the entrance examination or by any other selection process as per the policy of the State Government/B. U. Jhansi.

5- Fee

The Institution/College shall charge only such fees as prescribed by the

affiliating body/State Government concerned in accordance with provision of national council for teacher Education (Guidance for regulation of tuition fees and other fees chargeable by unaided teacher education institutions) Regulation, 2002, as amended from time to time, and shall not charge any donations, capitation fee etc. from the students.

Note: - Any Institution violating the norms of the fee structure prescribed by the State Govt. /NCTE/B. U. Jhansi from time to time and charges more amount of money in any other form, will come under the charge/crime of corruption and hence a legal action against the Manager/Principal of that Institution will be taken by the Vice-Chancellor. And subsequently concerned person/persons will have to bear any punishment imposed/ decided against him/them by Vice-Chancellor, B.U. Jhansi. It may also lead to the withdrawal of the affiliation of the course from such Institutions.

6- Distribution of Two-Year M.Ed. Programme

Distribution of Two year M.Ed. programme in two years will be as follows:

First Year -

Part I - Theory & Practicum (Course- I, II, III, IV, V & VI)

Second Year -

Part I - Theory & Practicum (Course- VII, VIII, IX, X)

Part II- Dissertation & Viva-voce, Field Based Activities

Part III- Internship (The candidate have to work in a recognized Elementary School/Secondary School & Teacher Education Institution)

7 - Examination

The M.Ed. Examination will be conducted in three parts -

Part I -Theory and Practicum

1000 Marks

Part II - Dissertation & Viva-voce, Field based Activities 200 Marks (150+ 50)

Part III- Internship

100 Marks (Evaluation by Grading System)

A candidate in order to be declared successful in the M.Ed. Examination will be required to pass in all the three parts.

Dr. Anur Kumar
24/6/16
2
22/06/16

The successful candidates shall be classified in three divisions on the basis of grand total of 1200 marks comprising Part I- Theory and Practicum and Part II- Dissertation & viva-voce and Field based activities.

- I- 1st Division : 60% and above
 II- 2nd Division : 48% and above but below 60%
 III- 3rd Division : 36% and above but below 48%

Scheme of Examination and Weight-age given to each Course
First Year

Part I: - Theory and Practicum

Course		Name of the Course	Maximum Marks		
			Externa l	Intern al	Tota l
Compulsory	I	Philosophical and Sociological Approach in Education	70	30	100
	II	Psychological approach in Education	70	30	100
	III	Methodology of Educational Research	70	30	100
	IV	Disability & Inclusive Education	70	30	100
Elective (Any one)	V	(i) Curriculum Development	70	30	100
		(ii) Value Education & Human Rights	70	30	100
		(iii) Educational Administration	70	30	100
Specialization (Any one)	VI	(i) Elementary Education in India	70	30	100
		(ii) Secondary Education in India	70	30	100
Total			420	180	600

Second Year

Part I: - Theory and Practicum

Course		Name of the Course	Maximum Marks		
			External	Internal	Total
Compulsory	VII	Advanced Educational Technology	70	30	100
	VIII	Teacher Education	70	30	100
	IX	Yoga and Health Education	70	30	100
Elective (Any One)	X	(i) Educational Guidance & Counseling	70	30	100
		(ii) Comparative Education	70	30	100
		(iii) Measurement & Evaluation in Education	70	30	100
		Total	280	120	400

Part II - Dissertation & Viva-voce, Field based Activities 200 Marks (150+ 50)

Grand Total:- Theory Papers 1000 marks (First Year 600 + Second Year 400)+ Dissertation & Viva –Voce, Field-Based Activities 200 marks (150+50) = 1200 Marks

Part III - Internship ----- 100 Marks (Evaluation by Grading System)

Part I: - Theory and Practicum Examination

The theory examination will be conducted on the date as per the examination scheme of B. U. Jhansi.

The theory examination will be of 1000 marks, 700 marks for external assessment and 300 marks for internal assessment.

The internal assessment of Practicum will be done by the In-charge teacher of the College/Department and will be submitted to the Head of Department. The In-charge

teachers will maintain the record of practicum. Head of Department will send the marks given by all the In-charge teachers under his/her signature to the registrar of the university before the commencement of theory examination.

To pass, a candidate has to secure at least 36% marks out of 1200 marks. A candidate has to secure at least 28 marks out of 70 marks in each theory papers separately in external assessment.

Part II: - Dissertation & Viva - voce and Field Based Activities

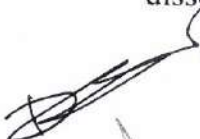
The dissertation should be of research nature and the topic of dissertation should clearly be related to the specialization paper or to the running problems of education in India. A candidate has to complete his/her dissertation under the guidance of the teacher of the College/Department. In normal condition a teacher as far as possible shall not guide more than five candidates in a session. The allotment of the Supervisor will be done by applying the lottery methods in the presence of all Supervisors.



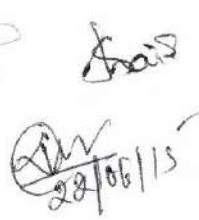
The candidate shall submit four typed or printed copies of the dissertation along with a soft copy of the dissertation to the Head of Department by Last date of submission of dissertation as declared by the University. The Principal will manage the submission of collected dissertation to the registrar of the university.

The dissertation shall be examined by external examiner (from outside of the university only). The University will send dissertation for evaluation to the concerned examiner. The examiner shall submit the marks directly to the registrar within 15 days of the receipt of dissertation. The evaluation of Dissertation will be done out of the maximum 75 marks.

The candidate will have to undergo for a viva-voce examination carrying maximum 75 marks. The viva-voce examination shall be conducted by a board of three examiners, an external examiner, the Supervisor of the candidate and convener. The board of examiners for conducting Viva-Voce Examination will be as follows –

1. **Convener** – Convener will be the permanent teacher of Government/ Govt. Aided College affiliated to B. U. Jhansi by rotation.
(In case of a self-financed college/Self-financed Department, the teacher should have at least three years teaching experience in the same college and approved by the B.U, Jhansi by rotation).
2. **Supervisor** of the concerned student.
3. **External examiner**, appointed by the University, who was evaluator of dissertation.


RI
26/6




28/06/15

The viva-voce examination shall be conducted before the end of the session every year; it has to be made sure by the Principal, that the viva-voce examination of all the candidates of the centre be conducted on the same date. In case a supervisor after recorded information does not turn up on the date fixed for viva-voce, the Head of Department., Convener and External examiner will be authorized to conduct the examination of the candidates with the written permission of the Principal of the college/Director, Institute of education, B.U. Jhansi.

The convener of the board of viva-voce examination will submit the list of marks secured by the candidate out of 75 marks to the Registrar, under the signature of all the three examiners of Board, in a sealed envelope.

A candidate will have to undergo field- based Activities related to supervision & evaluation of teaching practice and other aspects of school experience of B.Ed. programme. Besides this they have to give term paper, seminar paper, tutorial assignments and internal examinations also. The marks of field based activities shall be moderate/ ratified in a departmental meeting for the sake of transparency. The list of marks of Field Based Activities shall be forwarded to the Registrar, B. U. Jhansi by the Head of Department.


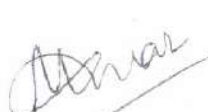
To pass in the dissertation & viva-voce and Field based activities a candidate has to secure minimum 36% of marks out of total 200 Marks.

Part III: - Internship

The internship has been conceptualized in two parts. First part involves a compulsory attachment with a teacher education institution. The second part involves interning at /associating with a field site relevant to the area of specialization (either elementary education or secondary education). Both these internships will be organized for the durations of four weeks each.

Internship will be evaluated out of 100 Marks; the Marks secured by students will be converted in terms of grade. In case a student fails to get minimum c grade he/she shall be declared fail. The grade in internship shall be shown separately in marks-sheet. Concerned Supervisor of the students will assess the students on the basis of various activities of Internship and submit the marks to Head of the Department. The conversion of the grades based on the various activities of the Internship will be decided by the departmental meeting. The list of grades will be forwarded to the registrar B.U, Jhansi by Head of Department.


26/6

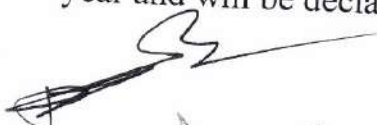


22/06/15


The system of grading will be as follows:-


I- O ----- (Above 80% marks)	:	Outstanding
II- A ----- (70% or more but less than 80% marks.)	:	Very Good
III- B ----- (60% or more but less than 70% marks)	:	Good
IV- C ----- (50% or more but less than 60% marks)	:	Average
V- D ----- (Below 50% marks)	:	Fail

Note:

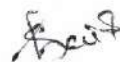
- 1- The theory examinations of M.Ed. would be conducted at the Nodal Centers for sustaining transparency, quality and accountability. Only the Govt. /Govt. Aided College/University campus will be made the Nodal Centers for these examinations. The Principals of the Nodal Centers colleges affiliated to B.U. Jhansi will be the coordinator. In case of the University Campus, the Director, Institute of Education, will be the coordinator of the Nodal Centre; the coordinator will be the examination superintendent.
- 2- Though the candidate have to complete the M.Ed. course in two years but if a candidate fails to complete the course in two years because of any reason, he/she may be allowed to complete the course in three years.
- 3- In case, a candidate is declared fail in one or more than one theory paper or in total in the first year course, he/she may be allowed to take admission in the second year's course and may clear first year paper/ papers in the second year along with second year's course. In case he/she could not clear the first year paper/papers even in the second year, he/she may reattempt the paper/papers in third year and if he/she fails to clear the papers even in the third year, he/she will be declared fail.
- 4- In case a candidate is declared fail in one or more than one theory paper or in total in the second year course, he/she may clear the second year paper/ papers in third year, and if he/she fails to clear the papers in the third year will be declared fail.
- 5- If a candidate fails in part II (Dissertation & viva-voce and Field Based Activities), he/she will be declared fail.
- 6- All the candidates have to complete the activities under Part II, Field-based Activities in scheduled time. No candidate in any case shall be allowed to complete the activities in the next year and will be declared fail.
- 7- All the candidates have to complete the Part III, Internship in scheduled time. No candidate in any case shall be allowed to complete the Internship in the next year and will be declared fail.


A 21/26/16


22/06/15
7


Atman





- 8- In case a candidate is debarred for one year by the University for having used unfair means in the theory examinations in the first year's theory examination, he /she may be allowed to take examination in the second year after the period of punishment is over but he /she will have to clear the previous and final year examinations in the same year (i.e., third year).
- 9- In case a candidate is debarred for more than one year by the University for having used unfair means in the first year and for one or more years in second year of the examination, he/she will cease his/her right to continue M.Ed. course and will be declared fail.
- 10- Any difficulties arising out of these provisions may be resolved by the Vice-Chancellor.

[Handwritten signature]
26/6

-----:O:-----

[Handwritten signature]

[Handwritten signature]

[Handwritten signature]
22/06/15
(Dr. Manish Kumar)

[Handwritten signature]
(Dr. Omkar Chaurasia)

M.Ed. (1st Year)
(Compulsory Paper- I)

Philosophical and Sociological Approach in Education

Time -3 Hrs.

Max. Marks- 70

Note- Twelve questions will be asked in all. Three essay type questions with internal choice of fifteen marks each. Nine short answer type questions out of which five have to be attempted by the candidate of five marks each. The Candidate shall have to attempt eight questions in all.

Objectives:-

To enable the prospective teacher educators:

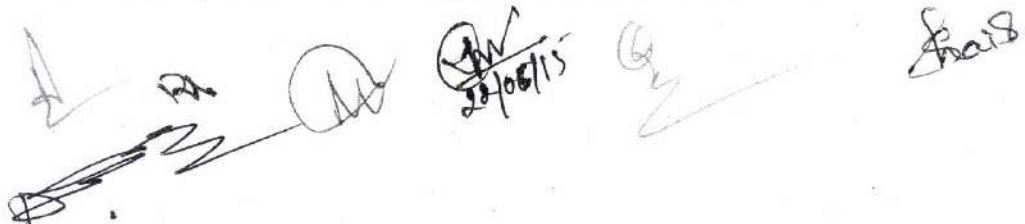
1. To understand the nature and functions of philosophical and sociological approach of education.
2. To interpret and synthesis of various concepts, philosophical assumptions and issues about educational phenomenon.
3. To know about various Indian schools of philosophy and their educational implications.
4. To appraise the contributions made for education by prominent Indian and western educational thinkers.
5. To understand how Gender, Power and sexuality relate to Education (in terms of access, Curriculum and Pedagogy).

UNIT I

- i. Philosophy of Education : its concept and significance for teachers.
- ii. Relationship between Philosophy and Education.
- iii. Functions of philosophy of education (speculative, normative, analysis) logic, logical empiricism and positive relativism.

UNIT II

- i. Indian schools of Philosophy: Sankhya, Vedanta, Buddhism, Jainism and Islamic. Traditions, with special reference to the concepts of knowledge, reality and value, their educational implications for aims, contents and methods.

Handwritten signatures and dates at the bottom of the page, including a date '22/06/15' and several illegible signatures.

- ii. Contribution to Educational Thought and practice made by Great Indian thinkers: Tagore, Vivekanand, Gandhiji and Radhakrishnan with special reference to the concept, aims, content and methods.

UNIT III

- i. Western schools of Philosophy: Idealism, Naturalism, Pragmatism and Existentialism with special reference to the concepts of knowledge, reality and value, their educational implications for aims contents and methods.
- ii. Contribution to Educational Thought and practice made by Great Western thinkers: Plato, Rousseau, Dewey and Bertrand Russell with special reference to the concept, aims, content and methods.

UNIT IV

- i. Sociology of Education: Concept, Scope, and Development. Difference between Sociology of Education and Educational Sociology. Relationship between Education and Society. Structure and characteristics of Indian Social System, Social aims of Education.
- ii. Concept of culture: Nature and Role of Education in cultural context.
- iii. Education and Social Changes: Concept of social change, Social Mobility, Modernization, Democracy, Secularism and Globalization and their relationship with education.
- iv. Constitutional provisions for education, Nationalism and Education, Education for National integration and International understanding.

UNIT V

- i. Meaning, nature and scope of Gender studies, Need of Gender studies for Teachers.
- ii. Gender differences and Gender discrimination, Causes of discrimination, measures of eradication.
- iii. Gender sensitizes teaching practices in educational Institutions, Gender bias in curriculum, teachers and educational Institutions.
- iv. Gender: Types of Gender (Male, Female & Transgender), Gender rules and Gender division of labor, Role of gender studies in the 21th Century.
- v. Culture and the formation of Gender Identities. Process of socialization and gender disparity in family, school, community, religion and media.

Handwritten signatures and dates at the bottom of the page. From left to right: a signature, a date '22/6/15', and a signature 'Sai 8'.

Practicum:**Assessment Internal****Max. Marks 30**

1. Preparation and presentation of paper related with philosophy of education on given topic once in a month.
2. Study of any one thinker's original literature and review it.
3. Critical analysis of one of the policy document related with gender studies and suggest a list of its weaknesses.
4. Critical analysis of one of the work of social thinkers and prepare a detailed paper and present a power point presentation on it.

References:

- Asher Delcon (1976) Lifelong learning, A philosophy or a strategy UNESCO Regional Office Bangkok.
- Bodo, Beyd. H. Modern educational theories (1937) Mac Graw Hill Book Co. New York.
- Brubacher John S. (1981) Modern Philosophies of education.
- John Dewey (1963) Democracy of education, Mac Millan, New York.
- K. Patirick (1963) Philosophies of education, Mac Millan & Co. New York.
- Kabir Humayun (1961) Philosophy of education, Asia Publishing House Bombay.
- Kabir Humayun(1971) education in modern India. Middlesen. England.
- Lal Avam Palore (2007) Shaishik Chinton Avam Prayog, R. Lal Book Depo. Meerut. (in Hindi).
- Mathur S.S. (2008) Shiksha ke Darshanik tatha Samajik Aadhaar, Agarwal Publications Agra-s.
- Thomas B. (2004) Moral and Value education, Aavishkar Publication, Jaipur.
- Wingo G. Max (1975) Philosophies of education, Sterling Publication Pvt. Ltd., New Delhi.
- Internet

[Handwritten signatures and marks]

[Signature] *[Signature]* *[Signature]* *[Signature]* *[Signature]*

[Signature] *[Signature]* *[Signature]* *[Signature]* *[Signature]*

M.Ed. (1st Year)
Compulsory Paper II

Psychological Approach in Education

Time -3 hrs.

Max. Marks- 70

Note- Twelve questions will be asked in all. Three essay type questions with internal choice of fifteen marks each. Nine short answer type questions out of which five have to be attempted by the candidate of five marks each. The Candidate shall have to attempt eight questions in all.

Objectives :-

To enable the prospective teacher educators:

1. To develop the understanding of the psychological basis of Education.
2. To understand the Cognitive, Affective and Psychomotor developments of adolescents and youth.
3. To develop the understanding of the theories of Personality and their use in the development of learner's Personality and its measurement.
4. To understand the changing concept of Intelligence and its applications.
5. To understand the theories of Learning and their Utility in the Teaching Learning Process.


Course Content

UNIT I

- i. Educational Psychology: Concept, Concerns and scope of Educational Psychology. Contributions of psychology to Education.
- ii. Human development: stages of human development, factors influencing development and their relative role. Theories of Piaget and Bruner, major concepts and stages and implications for education.

UNIT II

- i. Theories of learning and educational implications. Thorndike connectionism, Pavlov's classical conditioning, Skinner's Operant conditioning, Gestalt



psychology, Gagne's conditions of learning.

- ii. Concept and types of motivation, factors influencing motivation for learning, Assumptions of humanistic theories of motivation, relationship of motivation with learning and performance.

UNIT III

- i. Intelligence: Guilford's structure of intellect (SI), Howard Gardner's theory of multiple intelligence and Triarchic Theory of Stenberg.
- ii. Personality: concept, development, structure and dynamics of personality; Theories of personality – Allport, Eysenck, Psycho-analytic approach of Freud, Adler, Erickson, Behavioural approach – Miller and Bandura, Humanistic approach of Maslow and Rogers.
- iii. Creativity – Nature, Process, Identification, fostering and Guiding Creative Children, Techniques for development of Creativity- Brain-Storming, Synectics, Attribute – listing.

UNIT IV-

- i. Concept of Individual Differences, causes of Inter and Intra Individual differences; Areas of individual differences: cognitive ability, learning style, creativity and aptitude, Scholastic achievement, skill/ proficiencies, interests, attitudes and values.
- ii. Devices of identifying individual differences (brief mention only)
- iii. Strategies of coping up with individual differences.

UNIT V-

- i. Schools of psychology and their contribution in teaching learning process- structuralism, functionalism, behaviorism, psychoanalysis, Gestalt, Field theory (Kurt Levin), holistic psychology and purposivism (Mc Dougall)
- ii. Meaning and definition of Adjustment, criteria for a good adjustment, determinants of adjustment. Maladjustment, characteristics of a maladjusted person, defense Mechanism.



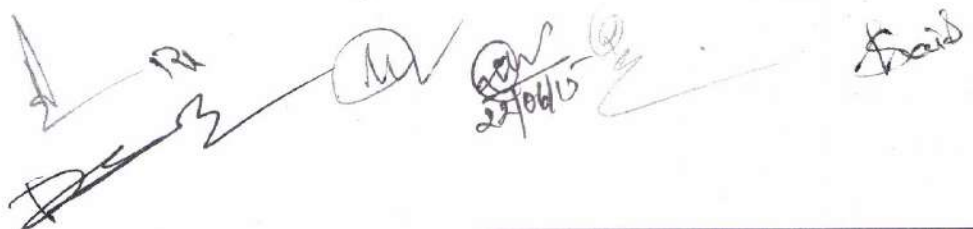
Handwritten signatures and a date stamp. The date stamp reads "22/06/15". There are several illegible handwritten signatures and initials.

Practicum:**Assessment Internal****Max. Marks 30**

1. Preparation of a development profile of one student
2. Prepare a case study of a maladjusted person.
3. Testing of Personality /Intelligence /Creativity of student
4. Adjustment inventory administration

References:-

- Anastasi Anne: Psychological Testing, McMillan Co. New York.
- Ausubel D.P. and Robison F.G. : School learning An introduction to Educational Psychology ,New York Holt, Rinehart & Winston Inc 1969.
- Bernard H.W. : Psychology of learning & Teaching, New York Macgraw Hill B
- Bichler R.F. and Jack Snowman : Psychology Applied to Teaching Houghton Mifflin Company, Boston 1986
- Bigge M.L. : Learning Theories for Teachers, Harper and Tow publishers, 1971.
- Boston, London, Sydney, Totonto, 1985.
- Bower G.H. and Hilgard E.R.: Theories of Learning New Delhi Prentice Hall india Pvt. Ltd.
- Bower G.H. and Hilgard E.R.: Theories of Learning Prentice Hall of India, New Delhi. 1980
- C.L. Kundu : Personality Development, Sterling publishers Pvt. Ltd., New Delhi, 1989
- Charles N. Newmark: Major Psychological assessment Instruments: Allyn And Becan Inc.
- Daniel Goleman : Emotional Intelligence, Bantam books 1995
- Daniel Goleman 'Working with Emotional Intelligence 1998'
- Gage and Berlinger: Educational Psychology, Boston Houghton Mifflins Company 1984.
- Hays J.R.: Cognitive Psychology, Thinking and Creating. Homewood Illinois. The Dorsey press 1978
- Hilgard and Atkinson: Introduction to Psychology, Oxford and IBH Publisher, Bombay.
- Jayaswal, R.L.: Foundation of Educational Psychology: Allied Publishers, Bombay. Jersy, 1989
- Joyce B. & Weil M. Models of Teaching Prentice Hall of India Ltd. 1985.

Handwritten signatures and marks at the bottom of the page, including a large signature on the left, a circular stamp in the center, and a signature on the right.

Longman incorporated, 1989.

- Mangal S.K. : Advanced Educational Psychology; New Delhi, Prentice Hall of India Pvt,Ltd;
- Michael Green : Theories of Human Development, Prentice Hall, Englewood cliffs, New
- Mouly George J: Psychology of teaching botton Allyn & Decan Inc.
- Passi B.K. : Creativity in education, NPC Agra 1982.
- S. Owen, H. Parker Blount, Heny Moscow: Educational Psychology – An Introduction Little, Brown and Company Boston, Toronto, 1978.
- Wordsworth B.J. Piaget's : Theory of cognitive and affective Development, New York
- Woolfol R., Anita (2006) educational psychology, Ninth Edition, Pearson Education, New Delhi
- मानव आर०एन०, उच्चतर शिक्षा मनोविज्ञान, आर०लाल बुक डिपो, मेरठ, 2014
- गुप्ता. एस०पी०, गुप्ता. अलका, उच्चतर शिक्षा मनोविज्ञान, शारदा पुस्तक भवन, इलाहाबाद, 2014
- सारस्वत, मालती (2011) शिक्षा मनोविज्ञान की रूपरेखा, आलोक प्रकाशन, लखनऊ
- Internet

22/6/2015

22/6/15

Seal

M.Ed. (1st Year)
Compulsory Paper III

Methodology of Educational Research

Time -3 hrs.

Max. Marks- 70

Note- Twelve questions will be asked in all. Three essay type questions with internal choice each carrying fifteen marks. Nine short answer type questions out of which five have to be attempted by the candidate each carrying five marks. The Candidate shall have to attempt eight questions in all.

OBJECTIVES :-

To enable the prospective teacher educators:

1. To understand the meaning of scientific method, scientific inquiry, paradigm, theory and its implications in educational research.
2. To understand the different methods of educational research.
3. To understand how to develop the research proposal
4. To understand the various techniques of sampling.
5. To use various types of tools of data collection and their analysis.

Course Content

UNIT I

- i. Meaning and scope of research in education and its limitations.
- ii. Inquiry -Scientific method of inquiry, Nature and sources of Knowledge.
- iii. Paradigm- Pre-positivist and Positivist Era, theory, Models and approaches, their implications for educational research.

UNIT II

- i. Classifications of educational research: Descriptive, Historical and Experimental Research.
- ii. Developing a research proposal: Review of related literature, Problem and its sources; Selection and definition of the problem, Variables and their types, Objectives, Hypothesis and Research Design.

22/6/15

22/6/15

22/6/15

UNIT III

- i. The hypotheses in research: concept, nature and types of hypotheses, formulation and testing of hypotheses, characteristics of a good hypothesis, importance of hypotheses in research.
- ii. Sampling Techniques: The concept of sampling and population, types of sampling, Factors affecting the inferences drawn from a sample, and sampling errors.

UNIT IV

- i. Tools and techniques of data collection and its analysis: General principles of construction of tools; observation, Interview, Socio-metric techniques, Questionnaire, Rating scales, Interview schedules, attitude scales etc.; Reliability and validity of various tools and techniques.
- ii. Analysis and interpretation of data
 - a. Descriptive statistics: graphical representation, measures of central tendency ((mean, median and mode), measures of variability (Range, Q.D., S.D.), Correlation: concept, types, computation of rank difference and product moment method.
 - b. Inferential statistics: parametric statistics, t-test (difference between means of independent and correlated group, F-test (one way ANOVA), Non-Parametric statistics (chi-square, median test, sign test, Mann- whitney U Test, kruskal-wallis one way ANOVA and Friedman Test), ANCOVA, Preparation of Data for computer analysis – software package of statistics, (SPSS).

UNIT V

Writing a research report, formats of research report, components and chapterization, writing bibliography, references and footnotes, evaluation of research report, proof reading of the final draft of the research report.

The bottom of the page features several handwritten signatures and initials in black ink. From left to right, there is a signature that appears to be 'S. A.', followed by the initials 'R. A.', then a signature that looks like 'S. A. S.', followed by a signature that appears to be 'S. A. S.', and finally a signature that looks like 'S. A. S.'.

Practicum:**Assessment Internal****Max. Marks 30**

1. Writing a Critical Review of a National or International research paper.
2. Review of any dissertation thesis (M.Ed /M.Phil.) and write a report.
3. Writing an essay on any aspect of research in education.
4. Small research projects .




References-

- Agarwal, Y.P. (1998), *Statistical Methods*, Sterling, New Delhi.
- Aggarwal, Y.P. (1998), *The Science of Educational Research: A Source book*, Nirmal, Kurukshetra
- Best, John W. and Kahn James V (1995), *Research in Education*, Prentice Hall, New Delhi
- Burns, R.B. (1991), *Introduction to Research in Education*, Prentice Hall, New Delhi.
- Garrett, H.E. (1973), *Statistics in psychology and Education*, Vakils, Feffer and Simon, Bombay.
- Kerlinger, F.N. (1973), *Foundation of Behavioral Research*, Holt, Rinehart and Winston, New York.
- Koul, Lokesh (1988), *Methodology of Educational Research*, Vikas, New Delhi.
- Kurtz, A.K. and Mayo S.T. (1980), *Statistical Methods in Education and Psychology*, Narola, New Delhi.
- Mcmillion, James H. and Schumarcher, S. (1989), *Research in Education: A Conceptual Introduction*, Harper and Collins, New York.
- Mouly, A.J. (1963), *The Science of Educational Research*, Eurosia, New Delhi.
- Neuman, W.L. (1997), *Social Research Methods: Qualitative and Quantitative Approaches*, Allyn and Bacon, Boston.
- P. and Benjabin Fruchter (1973), *Fundamental Statistics in psychology and Education*, Mac Graw Hill, New York.
- R.A.Sharma ;Fundamentals of Educational Research : Meerut ,Loyal Book Depot,2003
- R.P.Bhatnagar (Ed.) Readings in Methodology of research in Education ;Meerut , R Lall Book Depot,2002



Handwritten signatures and dates at the bottom of the page, including a date stamp '22/06/15'.

- Travers, R.M.W. (1978), An Introduction to Educational Research, Macmillan, New York.
- Van Delen, D.B. (1962), Understanding Educational Research, Me Graw Hill, New York.
- Young, P.V. (1960), Scientific Social Surveys and Research, Prentice Hall, New York.
- Mc Burney, Donal H. (1994) Research Methods, Brooks/ cole publishing company, California
- Kumar, Ranjit (2011) Research Methods, Pearson Education, New Delhi
- Koul Lokesh, Methodology of Education Research, vikas publishing house pvt. Ltd. Noida
- ए बी भटनागर एवं अनुराग भटनागर आर,मेरठ ; कार्यप्रणाली की अनुसन्धान शैक्षिक , २०११,डेपो बुक लाल
- भाटिया तारेण, आधुनिक मनोवैज्ञानिक सांख्यिकी लावण्य प्रकाशन, उरई (उ०प्र०)285001, 2012)
- सिंह अरुण कुमार, मनोविज्ञान समाजशास्त्र तथा शिक्षा में शोध विधियाँ, मोतीलाल बनारसी दास, दिल्ली, वाराणसी
- गुप्ता एस०पी० एवं गुप्ता अलका, व्यवहारपरक विज्ञानों में सांख्यिकीय विधियाँ, शारदा पुस्तक भवन, इलाहाबाद
- .Internet

M.Ed. (1st Year)
Compulsory Paper IV

Disability & Inclusive Education

Time -3 hrs.

Max. Marks- 70

Note- Twelve questions will be asked in all. Three essay type questions with internal choice of fifteen marks each. Nine short answer type questions out of which five have to be attempted by the candidate of five marks each. The Candidate shall have to attempt eight questions in all.

Objectives :-

To enable the prospective teacher educators:

1. To understand the different perspectives in the area of education of children with disabilities.
2. To identify needs of children with diversities.
3. To use human and material resources in the classroom;
4. To use specific strategies involving skills in teaching special needs children in inclusive classrooms.
5. To the formulation of policy; and implement laws pertaining to education of children with special needs.

Course content

UNIT I

- i. Concept, Meaning and importance of Inclusive Education.
- ii. Types of disabilities- nature, characteristics and causes of visual impairment, hearing, speech and language
- iii. Concept of multiple disabilities.
- iv. Difference between Special Education and Inclusive Education.
- v. Social Exclusion based on gender and caste.
- vi. Approaches of viewing disabilities: The charity model, The bio-centric model, The functional model and The human rights model



UNIT II

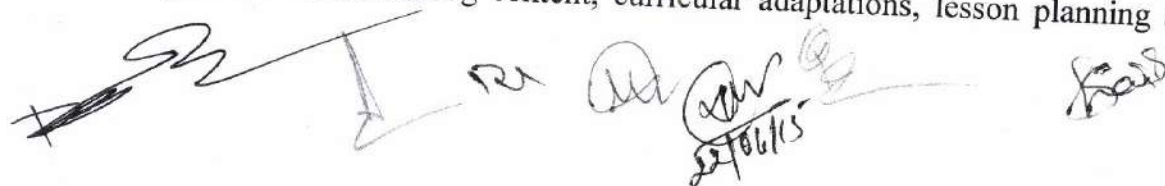
- i. Important International Declarations/Conventions/Proclamations— Biwako Millennium Framework (BMF, 1993-2012), Educational Provisions in the UN Convention on the Rights of Persons with Disabilities (UNCRPD), 2006.
- ii. Policies of Gender and Social Inclusion, The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act (PWD Act) 1995, The Rehabilitation Council of India Act (RCI Act) 1992, The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999 and RTE Act, 2009.
- iii. Programmes and Schemes of Education of Children with Disabilities.
- iv. Goals and Strategies in the Comprehensive Action Plan for Including Children and Youth with Disabilities in Education, MHRD, 2005, Scheme of Inclusive Education for the Disabled at Secondary School (IEDSS, 2009).
- v. Special Role of Institutions for the Education of Children with Disabilities— Rehabilitation Council of India.

UNIT III

- i. Discrimination based on disability, categories of disabilities.
- ii. Method and Approaches in identifying children with disabilities.
- iii. Children belonging to other marginalized groups: problems, forms of discrimination.
- iv. Discrimination based on gender, gender equality through curriculum.
- v. Basic principles of Human Rights Approach to Education.
- vi. Concept of an inclusive school – infrastructure and accessibility, human resources, attitudes to disability, whole school approach.

UNIT IV

- i. School's readiness for addressing learning difficulties.
- ii. Technological advancement and its application – ICT, adaptive and assistive devices, equipments and other technologies for different disabilities.
- iii. Classroom management and organization.
- iv. Making learning more meaningful—Responding to special needs by developing strategies for differentiating content, curricular adaptations, lesson planning and



TLM.

- v. Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching, etc.
- vi. Supportive services required for meeting special needs in the classroom — special teacher, speech therapist, physiotherapist, occupational therapist, and counselor.

UNIT V

- i. Addressing social climate of the classroom
- ii. Child-to-child programme
- iii. Developing partnerships in teaching: Teacher and special teacher;
- iv. Teacher and co-teaching personnel; Parents as partners – developing positive relationships between school and home
- v. Involving community resources as source of support to teachers
- vi. Involving external agencies for networking – setting up appropriate forms of communication with professionals and Para professionals
- vii. Liaising for reciprocal support of pre-school programmes, pre-vocational training programmes, social security, different provisions, concessions, etc.

Practicum:

Assessment Internal

Max. Marks 30

1. Conducting a survey in the local area to ascertain the prevailing attitudes/practices towards social, emotional and academic inclusion of children with diverse needs.
2. Visit to a school / Institution promoting inclusive practices and discussion with teachers and observation and analysis of teaching learning practices.
3. Analysis of policy document (national /international) related to diversity.
4. Visit to special, integrated and inclusive classrooms.

References:

- Burt Cyril (1950) The Backward Child, University of London Press.
- Cruickshank, William M: Education of Exceptional Children and Youth by Prentice Hall, Inc.
- Frampton, M. & E. Gall: Special Education for the Exceptional (Boston: Proter Sergeant)
- Kuppaswamy, B: A Text Book of Child Behaviour & Development, New Delhi, Vikas Publishing House, 1976.

[Handwritten signatures and marks at the bottom of the page]

- Lloyd, M. Dunn: Exceptional Children in the Schools (New York, Holt, Rinehart & Winston, Inc.)
- NCTE (2003). Discrimination Based on Sex, Caste, Religion and Disability, New Delhi.
- Wadin, A.R. (ed.): The Handicapped Child, Bombay, Tata institute of Social Sciences.
- भार्गव, महेश चन्द: विशिष्ट शिक्षा, भार्गव प्रकाशन, आगरा।
- विष्ट, आभा रानी: विशिष्ट बालक उनका मनोविज्ञान एवं शिक्षा, विनोद पुस्तक मंदिर, आगरा।
- मदन सिंह, समावेशी शिक्षा, आर०लाल बुक डिपो मेरठ।
- Internet.

A

22

M

22/06/15

22/06/15

22/06/15

M.Ed. (1st Year)

Elective Paper V (i)

Curriculum Development

Time -3 hrs.

Max. Marks- 70

Note- Twelve questions will be asked in all. Three essay type questions with internal choice of fifteen marks each. Nine short answer type questions out of which five have to be attempted by the candidate of five marks each. The Candidate shall have to attempt eight questions in all.

Objectives:-

To enable the prospective teacher educators:

1. To develop an understanding about important principles of curriculum development.
2. To understand the basics, design, process and techniques of curriculum development.
3. To acquaint with curricular implementation and process of curricular evaluation.
4. To understand issues and trends in curricular development.
5. To understand Pedagogy in teaching-learning process.

Course Content

UNIT I

- i. Curriculum: Meaning and concept, Domains of Curriculum: objectives, content, learning experiences and evaluation. Types of curriculum: subject centered and learner centered, core curriculum and integrated curriculum.
- ii. Bases of determinant of curriculum: philosophical, psychological, sociological, discipline-oriented considerations.

UNIT II

- i. Theories and Models of curriculum development, Need and importance. Critical evaluation of the following models
 - a. Deductive and inductive models (macciaca and Taba)
 - b. Miel's Dynamic model

22/6/2015

22/06/15

22/6/15

- ii. Curriculum evaluation: nature and need, approaches to curriculum evaluation: formative and summative evaluation. Critical study of following evaluation model
 - o Metfessel-Michael evaluation model
 - o Provu's discrepancy model
- iii. System approach to curriculum design: concept, open and close system, system analysis and its steps, curriculum as a system; systems approach to instruction.

UNIT III

- i. Curriculum renewal and change.
- ii. Need and criteria for curriculum renewal in terms of its philosophy and transaction.
- iii. Text Books and their improvement.

UNIT IV

- i. Curriculum development in India: curriculum at Primary, Secondary and University level in the light of Secondary Education Commission (1952-53), Indian Education Commission (1964-66) and NPE (1986).
- ii. Role of NCERT and SCERT in curriculum development.

UNIT V

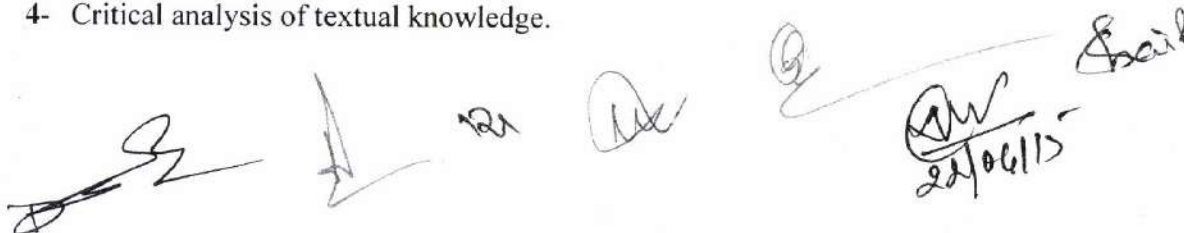
- i. Research and innovations in curriculum
 - a. Emerging trends and thrust areas of research in curriculum studies: National International Perspectives
 - b. A case study of any one Innovative Curriculum of Science/Mathematics/Social science/ Language
 - c. Curriculum for distance Mode: Distinctive Features, Self Learning Material and Instructional Strategies.

Practicum:

Assessment Internal

Max. Marks 30

- 1- Critical analysis of a Secondary School Curriculum.
- 2- Analysis of curricular material with reference to the principles of selection and organization.
- 3- Construction and try out of classroom test and reporting its results.
- 4- Critical analysis of textual knowledge.

The bottom of the page features several handwritten signatures and initials. From left to right, there is a long, stylized signature, a smaller signature, a set of initials 'RA', another signature, a signature with a date '24/06/15' written below it, and a signature that appears to be 'Sair'.

References-

- Aggarwal J.C. (1990) Curriculum reform in India World overviews Doaba House Book Seller and Publisher, New Delhi.
- Bhatt B.D. and Sharma S.R. (1992) Principles of Curriculum Construction Kanishka Publishing House Delhi.
- Bloom, B.S. (1977) Hand Book of curriculum Evaluation UNESCO, Paris.
- Bruner, J.C. (2006) in search of Pedagogy Vol . J & N Rout ledge, London.
- NCERT (2000) National Curriculum framework for school education NCERT, New Delhi.
- NCERT (2005) National Curriculum framework, NCERT, New Delhi.
- Srivastava, H.S. (1989) Comprehensive evaluation in School NCERT, New Delhi.
- Internet




121


22/06/15






M.Ed. (1st Year)
Elective Paper V (iii)

Value Education & Human Rights

Time -3 hrs.

Max. Marks- 70

Note- Twelve questions will be asked in all. Three essay type questions with internal choice of fifteen marks each. Nine short answer type questions out of which five have to be attempted by the candidate of five marks each. The Candidate shall have to attempt eight questions in all.

Objectives :-

To enable the prospective teacher educators:

1. To understand the need and importance of Value-Education and education for Human Rights.
2. To understand the nature of values, moral values and moral education and to differentiate such values from religious education, moral training or moral indoctrination.
3. To orient the students with the basis of morality and with the place of reason and emotions in moral development of the child.
4. To understand the process of moral development vis-à-vis their cognitive and social development.
5. To orient the students with various intervention strategies for moral education and conversion of moral leaning into moral education.

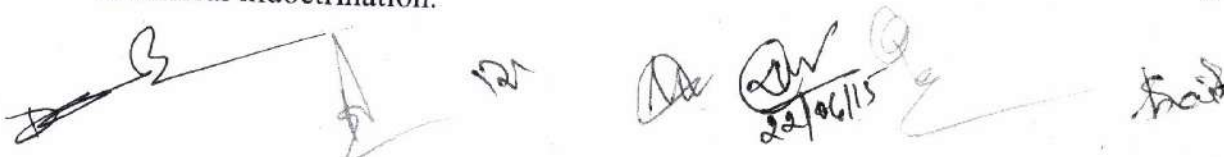
Course Contents

UNIT I

- i. Concept, need and importance of Value Education and Education for Human Rights in the existing social scenario.
- ii. Valuation of culture: Indian Culture and Human Values.

UNIT II

- i. Moral Education vis-à-vis religious education; moral instruction, moral training and moral indoctrination.

Handwritten signatures and dates at the bottom of the page, including a date '22/06/15'.

- ii. Language of moral education –its forms and context, characteristics of a morally educated persons.
- iii. Justice and Care –the two dimensions, perspectives in Morality, Dichotomy between reason and passion.
- iv. Moral judgment and Moral Action.

UNIT III

- i. Moral Learning outside the school –child rearing practices and moral Learning, moral leaning via Imitation. Nature of Society and moral leaning. Media and moral learning.
- ii. Moral Learning inside the school.
- iii. Moral Education and the curriculum.

UNIT IV

- i. Movements for Human Rights.
- ii. Indian agencies of promoting Human rights: National Human Rights Commission, National Commission for Women, National Commission for Backward classes, National Commission for Scheduled caste and scheduled tribes, National Commission for Minorities.

UNIT V

- i. Models of Moral Education- a.) Rationale Building Model, b.) The consideration Model, c.) Value classification Model, d.) Social Action Model, e.) Just Community intervention Model.
- ii. Assessment of moral maturity via moral dilemma resolution, Examples of some select moral dilemmas.
- iii. Meaning and concept of Human Rights, Nation and classification of Rights: Natural, Moral and Legal Rights.
- iv. Theories of Human right, commission of Human rights and it's Sub-Commission on Women and Children, UNESCO, WHO, ILO.

 Several handwritten signatures and initials are present at the bottom of the page. From left to right, there is a large, stylized signature, a smaller signature, a set of initials 'RN', a signature with the date '22/04/15' written below it, and another signature on the far right.

Practicum**Assessment Internal****Max Marks 30**

1. Analysis of morning assembly program of a school from the point of view of value education.
2. Attempt paper presentation on a given topic by PPT.
3. Administration of Value Skills available in the Psychology Lab in the school and report writing.
4. A project on Human Rights of women and children.

Reference:

- Dhokalia, R.P. 2001. External Human Values and world Religions, New Delhi, NCERT.
- Government of India 1999. Fundamental Duties of Citizens: Report of the committee set up by the government of India to operationalise the suggestions to teach fundamental duties to the citizens of the country (vol.I & II) New Delhi; MHRD.
- Krishnamurthy, J. 2000. Education and the significance of Life, Pune: KFI.
- MHRD 1992, national policy on education 1986 (with modification undertaken in 1992) New Delhi.
- चन्द्र सोती शिवेन्द्र मूल्य शिक्षा के परिप्रेक्ष्य
- शर्मा आर०ए० मानव मूल्य एवं शिक्षा आर०लाल बुक डिपो, मेरठ
- Internet.

22/06/15

M.Ed. (Ist Year)
Elective Paper III

Educational Administration

Time - 3 hrs.

Max. Marks- 70

Note- Twelve questions will be asked in all. Three essay type questions with internal choice of fifteen marks each. Nine short answer type questions out of which five have to be attempted by the candidate of five marks each. The Candidate shall have to attempt eight questions in all.

Objectives:-

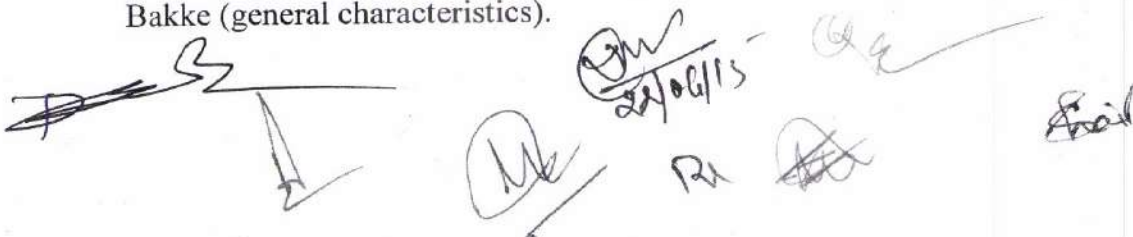
To enable the prospective teacher educators:

1. to acquire with facts, concepts, theories and principles of educational administration.
2. to understand, how to manage an educational organization effectively.
3. to develop national and international perspective of educational administration.
4. to prepare resource persons who can, in future, develop educational administration as a science and an independent field of study.
5. to develop skills of managing Educational Institutions, Departments and other Organizations more effectively among the students.

Course Content

UNIT I

- i. Meaning and nature, definition and scope of educational administration.
- ii. Critical study of educational administration in India, need for change and training of educational managers in India.
- iii. Theories of educational administration. Theories of Barnard, Mort and Argyris-Bakke (general characteristics).



UNIT II

- i. Functions of educational administration.
- ii. Educational Institutions as organizations: concepts of organizational climate, Organizational culture and Organizational health: Their measurement and tools.

UNIT III

- i. Concept, meaning and nature, the principal as a leader.
- ii. Theories of leadership and their styles (Trait theory, and philosophical approach of McGregor)
- iii. Fiedler's contingency and Hersey-Blanchard theories and their styles of administration.
- iv. Grid concept of leadership styles.
- v. Measurement of leadership styles.

UNIT IV

- i. Personal administration: meaning and its major concerns
- ii. Functions of personnel administration.
- iii. Importance of personnel administration.

UNIT V

- i. Conflict management.
- ii. Organizational compliance and decision-making.

Practicum:

Assessment Internal

Max. Marks 30

1. Students will prepare a case study of one Institution involving observation/measurement of principal's leadership style.
2. Student will prepare a tool to measure Institutional effectiveness, or organizational climate or leadership style or any other important aspect of management of higher education.
3. Student will write a comprehensive and critical essay on any theme related to the course prescribed.
4. Student will participate in the seminar organized on some aspect of educational administration.

The bottom of the page features several handwritten signatures and dates. From left to right, there is a signature, a date '22/06/15', another signature, a date '12/06/15', and a final signature 'Anis'.

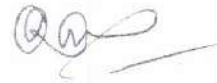
5. Student will participate in the workshop to be organized by the department on some related theme selected from the course content.

References:

- R.B. Kimbrough; and M.Y. Nunnery, **Educational Administration** McMillan Publishing Co. New York, 1976
- Amitai Etzioni, **Modern Organizations**, Englewood Cliffs, Prentice-Hall, N.J., 1964
- Daniel E. Griffiths, **Administrative Theory**, New York, Appleton, 1959
- R.P. Bhatnagar; and Vidya Agarwal, **Educational Administration** Surya Publication, R. Lall Book Depot, Meerut 6th Ed. 2001. Hindi Version of the above book by Dr. Vidya Agarwal (Same publisher R. Lall & Co.)
- Internet



124



M.Ed. (1st Year)
Specialization Paper VI (i)

Elementary Education in India

Time -3 hrs.

Max. Marks- 70

Note- Twelve questions will be asked in all. Three essay type questions with internal choice of fifteen marks each. Nine short answer type questions out of which five have to be attempted by the candidate of five marks each. The Candidate shall have to attempt eight questions in all.

Objectives:-

To enable the prospective teacher educators:

- 1- To understand the concept and importance of elementary education.
- 2- To analyze problems in achieving universalization of elementary education.
- 3- To identify the various issues and problems of elementary education.
- 4- To suggest measures to solve the problems related to elementary education.
- 5- To aware the constitutional provisions and various policy recommendations regarding UEE.

Course Content


UNIT I

- i. Concept and aims of elementary education in India.
- ii. Need and importance of elementary education.

UNIT II

- i. Development of elementary education during ancient, medieval, Colonial and post Independence period in India,
- ii. Role of 'local bodies' (Panchayats) and Non-government organization (NGO) in elementary education.
- iii. Problems of elementary education in India and their remedies, Problems of wastage, stagnation and Dropout.

UNIT III



- i. Structure of the curriculum at EE level.
- ii. Curriculum transaction approach at Elementary Education level: Activities based, experienced centered, learners centered, play-way joyful learning.
- iii. Education for all and required variation in the curriculum

UNIT IV

- i. Minimum level of learning (MLL)
- ii. Early childhood care and education (ECCE)
- iii. Continuous and comprehensive evaluation at elementary level.
- iv. District primary education programme (DPEP).
- v. Sarva Shiksha Abhiyan.
- vi. Provision of Mid Day Meal, Free Books and Dresses.
- vii. Multi-grade teaching in elementary schools.

UNIT V

- i. Skills required for teaching at elementary stage.
- ii. Special qualities of elementary school teacher (EST)
- iii. Need for orientation and refresher courses for EST.
- iv. Developing competencies related to working with parents and community.
- v. Role of basic training centers, normal schools and DIET's in providing training to EST.
- vi. Preparation of teachers for implementing 'education for all'

Practicum:

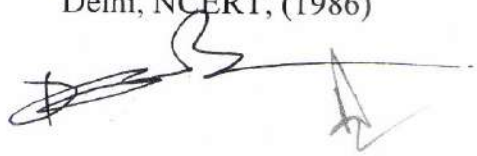
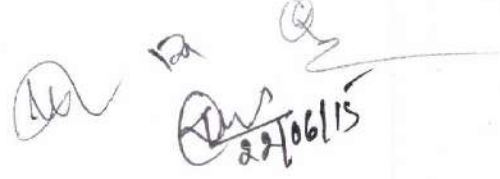
Assessment Internal

Max. Marks.30

- 1- Study of any problem connected with the introduction of English at the elementary level of education.
- 2- A survey of the availability of text-books in elementary schools in a locality.
- 3- Study of any other problem relating to elementary education.
- 4- Project on analysis of textbook at elementary level.

Reference

- Khan, R.S. & Ahmad: elementary education and the Teacher, New Delhi, IASE, JMI, (1998)
- Malhotra P L: School education in India, present status and Future needs, New Delhi, NCERT, (1986)


- MHRD: national policy of education 1992, modification and their POA's MHRD, (1986, 1992)
- NCERT: Code of professional ethics for teachers New Delhi, NCERT, (1997)
- NCERT: National curriculum for elementary and Secondary education, A framework (revised), New Delhi NCERT, (1988)
- Lal R.B., Development of Indian Education and Its Problems, R. Lall Book Depot, Meerut, 2013
- Pandey R.S. Development of Indian system of Education, Agarwal publication Agra
- Nurullah, Syed & Naik, J.P.: A student's History of education in India, MacMillan & Co.Ltd., London, 1956.
- लाल एवं शर्मा, भारतीय शिक्षा का इतिहास, विकास एवं समस्यायें, आर०लाल बुक डिपो, मेरठ
- Internet.








M.Ed. (1st Year)
Specialization Paper VI (ii)

Secondary Education in India

Time -3 hrs.

Max. Marks- 70

Note- Twelve questions will be asked in all. Three essay type questions with internal choice of fifteen marks each. Nine short answer type questions out of which five have to be attempted by the candidate of five marks each. The Candidate shall have to attempt eight questions in all.

Objectives:-

To enable the prospective teacher educators:

- 1- to understand the concept, objectives and nature of secondary education.
- 2- to understand the development of secondary education in India after independence.
- 3- to understand different types of schools and their related issues.
- 4- to identify the challenges, concerns, issues and problems of secondary education.
- 5- to understand necessity education of special groups.

Course Content

UNIT I

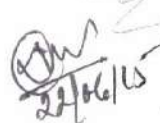
- i. Concept and aims of secondary education in India.
- ii. Need and importance of secondary education.

UNIT II

- i. Development of secondary education during ancient, medieval, Colonial and post Independence period in India,
- ii. Role of 'local bodies' (Panchayats) and Non-government organization (NGO) in secondary education.
- iii. Problems of secondary education in India and their remedies.

UNIT III

- i. Grant-in-aid system, community resources and participation.



22/6/15



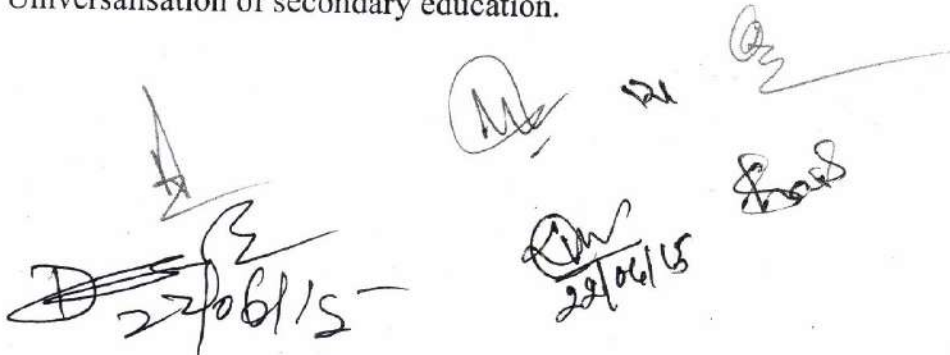
- ii. Privatization of Secondary Education.
- iii. Pre-service and In-service teacher education at secondary level.

UNIT IV

- i. Problems of secondary education in India and their remedies, diversification, reform in the examination system and evaluation
- ii. Major concerns: enrollment, retention, dropouts with reference to sex, caste and religion.

UNIT V

- i. Concept of Open schooling-National and State open schools, Alternative schooling.
- ii. Vocationalisation of secondary education.
- iii. Education of special groups-disadvantaged, disabled and minorities.
- iv. Universalisation of secondary education.

The bottom section of the page contains several handwritten signatures and dates. On the left, there is a large signature that appears to be 'D' followed by '22/06/15'. In the center, there is a circular stamp with a signature inside, and below it, the date '22/06/15' is written. To the right of the center, there is another signature and the date '21'. Further right, there is a signature that looks like 'S' followed by '22/06/15'.

Practicum:**Assessment Internal****Max. Marks 30**

- 1- Prepare and present a paper on the recommendations made by various commissions for improvement the quality of secondary school education.
- 2- Preparation of school profiles.
- 3- Conduct interview with teacher/student/parents of different school and prepare a report.
- 4- Visit alternative education centers and preparation of report.

Reference:

- Lal R.B., Development of Indian Education and Its Problems, R. Lall Book Depot, Meerut, 2013
- MHRD (1953) Secondary Education Commission Report, Govt. of India New Delhi.
- MHRD Indian Education Commission (1964-66) Report, Govt. of India New Delhi 1966.
- Pandey R.S. Development of Indian system of Education, Agarwal publication Agra.
- Nurrullah, Syed. and Naik. J.P.: A student's History of education in India, MacMillan & Co.Ltd., London, 1956.
- लाल एवं शर्मा, भारतीय शिक्षा का इतिहास, विकास एवं समस्यायें, आर०लाल बुक डिपो, मेरठ
- Internet.

Handwritten signatures and dates at the bottom of the page. From left to right: a signature, a date '22/06/15' inside a circle, another signature, a long horizontal line, and the signature 'Bash'.

M.Ed. (IInd Year)

Compulsory Paper VII

Advanced Educational Technology

Time -3 hrs.

Max. Marks- 70

Note- Twelve questions will be asked in all. Three essay type questions with internal choice of fifteen marks each. Nine short answer type questions out of which five have to be attempted by the candidate of five marks each. The Candidate shall have to attempt eight questions in all.

Objectives :-

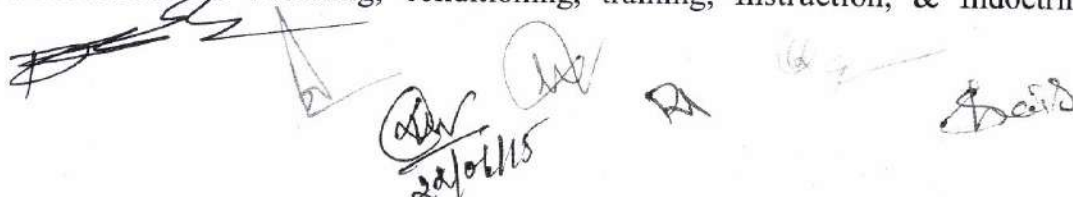
To enable the prospective teacher educators:

1. To become effective user of technology in Education
2. To acquaint with the challenges and opportunities emerging in integrating new technology in Educational process.
3. To familiarize themselves with new trends, techniques in education along with e-learning.
4. To become good practitioner of Educational technology and e-learning.
5. To help the student teachers distinguish between communication and instruction so that they can develop and design a sound instructional system.

Course Content

UNIT I

- i. Concept of information technology (IT) and information system (IS). The relation between information system and technology, relevance of IT in India, Concept of web based education and training.
- ii. Educational Technology; Nature, Scope and Significance and Components of educational technology: Software and Hardware.
- iii. Modalities of Teaching; conditioning, training, Instruction, & Indoctrination.

Handwritten signatures and dates at the bottom of the page, including a date '20/06/15'.

Differences between Educational Technology and instructional technology.

UNIT II

- i. Communication in education; Concepts, Nature ,Theory and Process
- ii. Components and types of Classroom communication
- iii. Principles of Communications
- iv. Difference among Communication , learning and Instruction
- v. Models of Communication; SMCR model of communication and Sharon's model of communication
- vi. Concept of Task analysis
- vii. Designing instructional Strategies such as lecture, team teaching, discussion, seminar and tutorials.

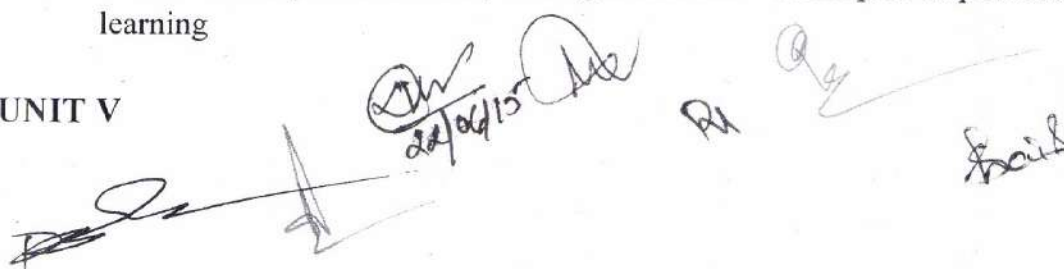
UNIT III

- i. Integrating Multimedia in education, Concept of Multimedia. Meaning of text, graphics, animation and audio- video.
- ii. Multimedia applications; Computer based Training, Electronic books and references, Multimedia application for educationist, Information chaos, Multimedia and web based training
- iii. Educational software applications, Computer Assisted Instruction, Drill & practice software, Educational simulations, Integrated learning system, Curriculum specific Educational software.

UNIT IV

- i. E-learning; definitions, scope, trends, attributes & opportunities of E-learning , Pedagogical designs & e-learning. Assessments, feedback and e-moderation.
- ii. On line learning management system, Digital learning objects, Online learning course development models, Management and techniques implementation of e-learning

UNIT V

The bottom of the page contains several handwritten signatures and dates. On the left, there is a large, stylized signature. In the center, a date '22/06/15' is written next to a signature. To the right of the date, there are two more signatures, one of which appears to be 'RA'. Further right, there is a signature that looks like 'G. G.' and another that looks like 'S. S.'.

- i. Educational Technology in formal , Non formal and Informal education , Distance education, Open learning System and Educational Technology
- ii. Emerging trends in Educational Technology; Teleconferencing , CCTV, CAI, and Problems of new technologies.
- iii. Resource Centers for Educational Technology, CIET, UGG, IGNOU, NOS, State ET cell, AVRC, EMRC, NIST their activity for improvement of teaching – learning.

Practicum

Assessment Internal

Max Mark 30

1. Critical Review of Educational Programme presented through T.V., CDs, Videocassettes, radio.
2. Development of Computer aided materials / PPT.
3. Project on two Seasonal test
4. Development of technology based study material for school students.

References-

- D. N. Dasgupta, Communication and Education , Pointer Publishers
- Madan Lal, Essentials of Educational Technology , Anmol Publications
- Mahesh Varma, Online Teaching Tools and Methods , Murari Lal & Sons
- N. Sareen, Information and Communication Technology , Anmol Publication
- O. P. Dahama & O. P. Bhatnagar, Education and Communication for development, , Oxfordb & Page 68 of 71 IBH Publishing company, New Delhi
- Sharma, R.A.: Shiksha Takniki
- Son Naidu, e-learning a Guidebook of principals, Procedures and practices, Commwealth, Commonwealth Educational Media Centre
- मंगल0एस0के0 एण्ड मंगल उमा, शिक्षा तकनीकी पीएचआई लर्निंग प्राईवेट लिमिटेड, 2009
- शर्मा0आर0ए0, शिक्षा के तकनीकी आधार, आर0लाल बुक डिपो, मेरठ, 2008
- सिंघल अनुपमा एण्ड कुलश्रेष्ठ0 एस0पी0 शैक्षिक तकनीकी के मूल आधार, अग्रवाल पब्लिकेशन, 2012
- कुलश्रेष्ठ एस0पी0, शैक्षिक तकनीकी के मूल आधार, विनोद पुस्तक मन्दिर, आगरा, 2012
- मालवीय राजीव, शैक्षिक तकनीकी एवं प्रबन्ध, शारदा पुस्तक भवन, इलाहाबाद, 2009
- Internet

 Several handwritten signatures and dates are present at the bottom of the page. One signature is dated 24/06/15. There are also some initials and other marks.

M.Ed. (IInd Year)
Compulsory Paper VIII

Teacher Education

Time -3 hrs.

Max. Marks- 70

Note- Twelve questions will be asked in all. Three essay type questions with internal choice of fifteen marks each. Nine short answer type questions out of which five have to be attempted by the candidate of five marks each. The Candidate shall have to attempt eight questions in all.

Objectives:-

To enable the prospective teacher educators:

1. to understand the concept of teacher education.
2. to acquaint with competencies essential for the teaching profession.
3. to acquaint with sense of accountability for the teaching profession.
4. to acquaint with the recent trends in Teacher education.
5. with the new trends and techniques in teacher education.

UNIT I

- i. Teacher education: concept, aims and scope.
- ii. Need and importance of teacher education at various levels: elementary, secondary and Higher.

UNIT II

- i. Historical Development of teacher education during ancient, medieval, colonial and Post Independence period in India.
- ii. Recommendation of major commissions/ committees/National policies for teacher education. Their implementation and consequences for teacher education.

UNIT III

- i. Approaches to Pre-service teacher education: competency based approach, integrated approach, consecutive/traditional approach, school/field based approach.

[Handwritten signatures and dates at the bottom of the page]

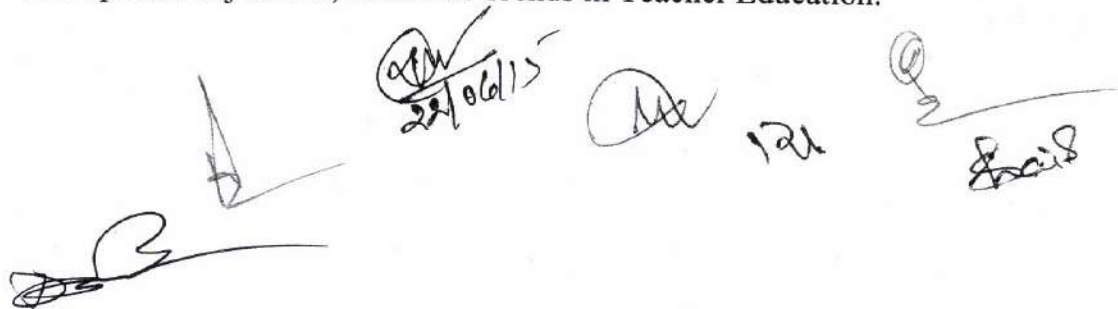
- ii. In-service teacher education: need, objectives, strategies (seminar, conferences, symposium, workshops, refresher and orientation programmes).
- iii. Teacher training at higher education level: Role of UGC-Academic Staff Colleges.

UNIT IV

- i. Major issues and problems in teacher education: supply and demand in teacher education, standards in teacher education, isolation of teacher education Institutions, teacher education through distance mode, improving the conditions of teacher education institutions, malpractices adopted by teacher education institutions, performance appraisal of teachers.
- ii. Quality and standards in teacher education, National Council for teacher education: role and responsibilities.

UNIT V

- i. Emerging Trends in Teacher Education, Total Quality Management in Teacher Education, E-learning in Teacher Education, Teacher Education through Distance Mode, Integration of ICT in Teacher Education- in classroom as well as in administration,
- ii. Two- years B.Ed. and M.Ed. programme-concept and rationale, School internship- concept and objectives, Research Trends in Teacher Education.

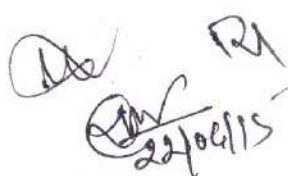
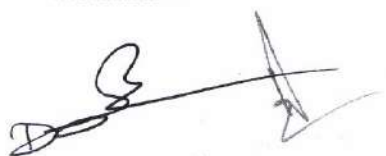
The bottom of the page contains several handwritten signatures and dates. From left to right, there is a signature, a date '22/06/15' with a checkmark, a signature, the number '121', and another signature.

Practicum**Assessment Internal****Max Mark 30**

1. Extensive survey of school internship and a detailed report submission
2. Survey of your institution regarding use of ICT in administration as well as in classroom teaching.
3. A critical study of anyone mentioned in unit V-(ii).
4. Critical study of one teacher training college.

References:

- NCERT (2005). National Curriculum Framework, New Delhi
- NCERT (2005). National Focus Group on Teacher Education, New Delhi
- NCTE (1996). Curriculum Framework for Teacher Education, New Delhi
- NCTE (1998). Policy Perspectives in Teacher Education, New Delhi
- NCTE (2009). National Curriculum Framework for Teacher Education, New Delhi
- Radha Mohan. Teacher Education, New Delhi: Prentice Hall of India Limited
- Ravi Kant Chopra. Status of Teachers in India, NCERT, New Delhi
- Batra Committee
- Justice Verma Commission
- Report of the Kothari Commission
- Report of the National Policy on Education (1986)
- Report of the Programme of Action (1990)
- Singh, L.C. (Ed), teacher education India: A Resource Book, New Delhi, NCERT, 1990
- Singh, L.C and Sharma P.C., teacher education and the teacher, New Delhi, vikas publishing house, 1995
- Singh, R.P., studies in teacher education, New Delhi, bahri publication, 1990
- Siddhiqui, M.A., In-service education of teachers, New Delhi, : NCERT, 1993
- Internet



M.Ed. (IInd Year)
Compulsory Paper IX

Yoga and Health Education

Time - 3 hrs.

Max. Marks- 70

Note- Twelve questions will be asked in all. Three essay type questions with internal choice of fifteen marks each. Nine short answer type questions out of which five have to be attempted by the candidate of five marks each. The Candidate shall have to attempt eight questions in all.

Objectives:-

To enable the prospective teacher educators:

- 1- to introduce the concept of holistic health.
- 2- to clear the doubt and misconceptions about yoga practices.
- 3- to aware about the benefits of yoga practices.
- 4- to aware of basic health problems in India and their precautions.
- 5- to introduce the merits of physical exercises, balance diet and sanitation.

Course Content

UNIT I

- i. Meaning and definition of Yoga and misconceptions about Yoga.
- ii. History of Yoga.
- iii. Psychic Physiology of Yoga, seven chakras and pancha koshas (five sheaths or bodies).
- iv. Benefits of Yoga knowledge for teachers.

UNIT II

- i. Asana and their benefits, where and how to practice asana. Precautions and Contra-indications.
- ii. Introduction to Mudra and Bandha, technique, contra-indications and benefits.
- iii. Meaning of pranayama, techniques of Pranayama, precautions, contra-indications and benefits of pranayama.



UNIT III

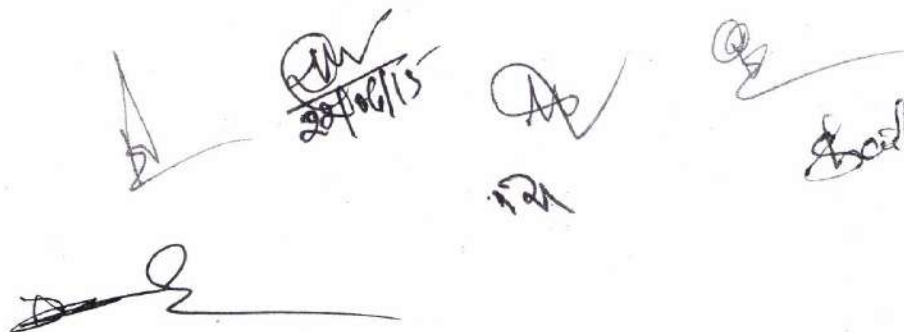
- i. Introduction of Dhyana (meditation), types of meditation.
- ii. Introduction to Samadhi and Six techniques for attaining the state of Samadhi.
- iii. Premier Institutions of Yoga training in India.

UNIT IV

- i. Meaning and definition of Health and Health Education.
- ii. Concept of Physical Exercise, balance diet, and sanitation.
- iii. Needs and importance of knowledge of Physical Exercises, balance diet and sanitation for School Teachers.

UNIT V

- i. Government projects for improving Health in India.
- ii. Safe storage of drinking water, purification techniques and handling.
- iii. Concept of mental health, factor affecting mental health.
- iv. Role of physical exercises and Yoga in improving mental health.

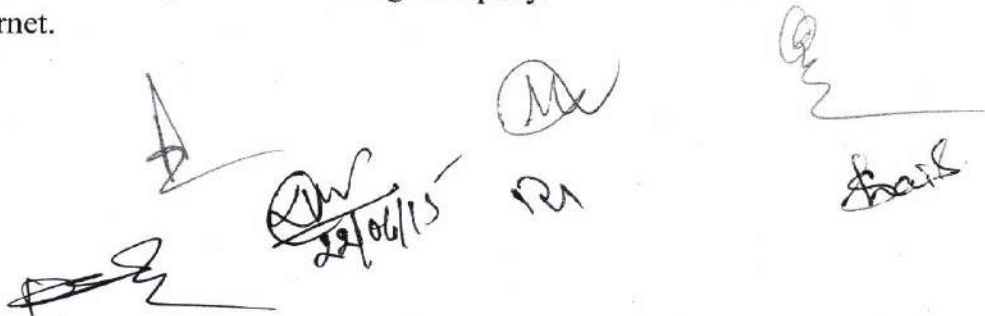
The block contains several handwritten signatures and initials. At the top left is a simple signature. To its right is a signature with the date '28/06/15' written below it. Further right is a signature with a checkmark. To the right of that is another signature. Below these, there is a large, stylized signature that spans across the width of the block.

Practicum:**Assessment Internal****Max Marks.30**

1. Practicing Asana, mudra, Pranayama and various techniques of meditations.
2. Plantation and cleaning projects.
3. Projects for storage and purification of drinking water.
4. Chart and model preparation.

Reference:

- 1- Park, J.E. and Park, K. "Text Book of Preventive and Social Medicine". 2002
- 2- Uppal A.K., Physical Fitness, Friends publication India, 1992
- 3- Singh Ajmer "Essentials of Physical Education". Ludhiana: Kalyani Publishers.
- 4- Gala. D.R. and Gala. Dhiran "From fat to fit"
- 5- Kaul. H. Kumar "Yoga for Health" New Delhi: New Light Publishers
- 6- Bucher, C.A. (1964) Foundations of physical education, saint louis, C.V. Mousy and Company.
- 7- Thomas.J.P. (1964) physical education lessons. Madras Gnanodaya Publishers.
- 8- Swami Niranjanananda Saraswati (2012) "Gheranda Samhita" Munger , Bihar ; Yoga Publication Trust.
- 9- Dayl Syedentop (1994), Introduction to Physical education, fitness and sports (2nd Ed.) London: Mayfield Publishing Company.
- 10- Internet.

The bottom section of the page contains several handwritten signatures and a date stamp. On the left, there is a signature that appears to be 'A'. In the center, there is a circular stamp with the date '22/06/15' and a signature over it. To the right of the stamp is another signature. Further right, there is a signature that looks like 'M'. On the far right, there is a signature that looks like 'R'. Below the 'R' signature, there is a signature that looks like 'S'.

M.Ed. (IInd Year)

Elective Paper X (i)

Educational Guidance and counseling

Time -3 hrs.

Max. Marks- 70

Note- Twelve questions will be asked in all. Three essay type questions with internal choice of fifteen marks each. Nine short answer type questions out of which five have to be attempted by the candidate of five marks each. The Candidate shall have to attempt eight questions in all.

Objectives :-

To enable the prospective teacher educators:

- 1- to understand the concept, need and meaning of guidance and counseling.
- 2- to understand the various areas, tools and techniques in guidance.
- 3- to get acquainted with the principles and process of counseling.
- 4- to understand the tools and techniques in counseling.
- 5- to realize the need of counseling for children with special needs.

Course content

UNIT I

- i. Concept of guidance; meaning, nature, purpose, scope and need.
- ii. Principles, assumption, issues and problems of guidance
- iii. Guidance of special groups: Gifted, backward, underachievers and dull.
- iv. Essential features of the guidance programme: Orientation service, Individual Inventory service, occupational information service, counseling service, placement service, research and evaluation.

UNIT II

- i. Planning of guidance programme, Role of school personnel in guidance programme, training of guidance personnel
- ii. Organizing guidance service at different levels of education.

The bottom of the page contains several handwritten signatures and marks. On the left, there is a signature that appears to be 'A' with a horizontal line through it. In the center, there is a circular mark with a checkmark inside. To the right of that, there is a signature that looks like 'G'. Further right, there is a signature that looks like 'S' with a checkmark. On the far right, there is a signature that looks like 'S' with a checkmark, and below it, there is a date '22/06/15' written in a circle.

UNIT III

- i. Educational guidance: guidance and curriculum, guidance and classroom learning
- ii. Understanding career developing: Approaches to career guidance, Roe's theory of early determinants of vocational choice, Holland's Trait and factor theory, Super's Theory of vocational development and career development.

UNIT IV

- i. Introduction to counseling as heart of guidance programme, counseling and psychotherapy
- ii. Nature, scope, principles and approaches of counseling-directive, non directive and elective.
- iii. Peer counseling: its concept and relevance to the Indian situation,
- iv. Group counseling Vs Individual counseling: Differences and similarities.

UNIT V

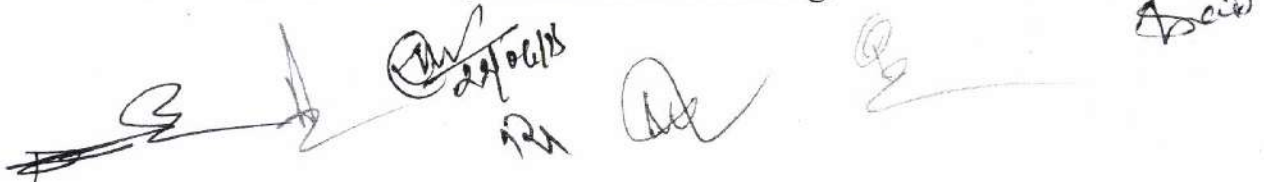
- i. Counseling; Meaning , type and characteristics of good counseling,
- ii. Mental health: Principles of mental hygiene and their implication for effective adjustment, mental hygiene based practice in home, school and community that contribute towards the development of integrative personality.
- iii. Uses of Tests in guidance and counseling: Intelligence Tests, creativity tests, achievement tests, aptitude tests, interest- inventory, personality tests.
- iv. Administering, scoring, interpretation and analysis of test score and communication of test results as relevant in the context of guidance programme.

Practicum:

Assessment Internal

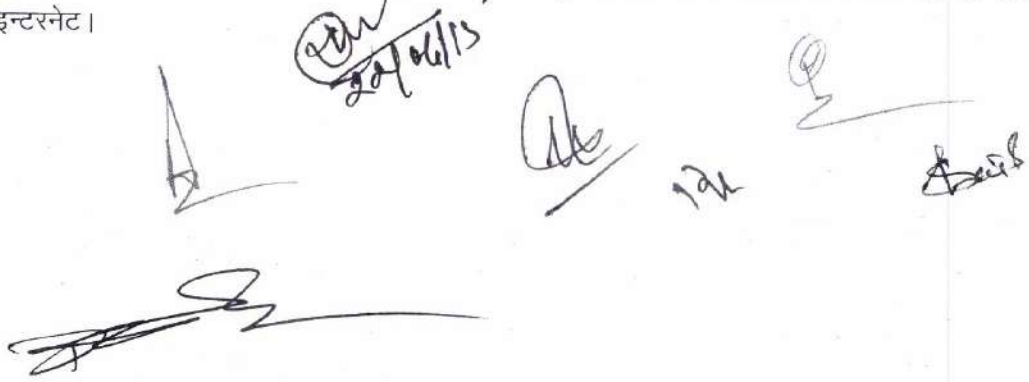
Max Marks.30

- 1- Interview of a school counselor.
- 2- Visit to a guidance or counseling centre and write a report.
- 3- Administration of an individual test and preparing a report.
- 4- Project on group counseling Vs individual counseling.

The bottom of the page features several handwritten signatures and initials. From left to right, there is a large, stylized signature, a circular stamp with the date '29/06/18' and the initials 'RA', another signature, a signature with a long horizontal line, and a signature on the far right that appears to be 'A. S. S.'.

Reference:

- Pasricho. P. Guidance and counseling in Indian Education, New Delhi: NCERT- 1977.
- Khan, M.I. Bachchakal Jagbati Masail . New Delhi: Moktaba Jamia Ltd. 1980.
- Warters. J. Techniques of counseling . New York :Mc Graw Hill. 1964.
- Johnson, E.G. Role of Teacher in Guidance. New Khan, M.I. Bachchakal Jagbati Masail . New Delhi: Moktaba Jamia Ltd. 1980.
- Bennett, M.E. Guidance and counseling in groups. New York:Mc Graw Hill. 1963.
- Garg B.R. chadd, P.C. Educational and Vocation Guidance (Hindi) Ludhiana: Prakash Broth. 1974.
- पाण्डेय, के०पी०: शैक्षिक तथा व्यावसायिक निर्देशन के आधार दिल्ली अभिताश प्रकाशन 1987।
- अग्रवाल, जे०सी०: एजुकेशनल वोकेशनल एण्ड काउन्सिलिंग, दिल्ली: दो आवा हाउस 1985।
- जायसवाल, सीताराम: शिक्षा में निर्देशन और परामर्श, आगरा: विनोद पुस्तक मन्दिर 1989।
- दुबे, रमाकान्त : शैक्षिक एवं व्यावसायिक निर्देशन के मूलआधार, मेरठ: राजेश पब्लिशिंग हाउस 1982।
- इन्टरनेट।

The block contains several handwritten signatures and initials. At the top center, there is a circular stamp with the text 'संस्कृत' (Sanskrit) and 'मुद्रा' (Mudra) around a central emblem. Below this, there are several handwritten signatures: a large, stylized signature on the left, a signature in the center, a signature on the right, and a signature at the bottom left. There are also some initials and marks scattered around.

M.Ed. (IInd Year)

Elective Paper X (ii)

Comparative Education

Time - 3 hrs.

Max. Marks- 70

Note- Twelve questions will be asked in all. Three essay type questions with internal choice of fifteen marks each. Nine short answer type questions out of which five have to be attempted by the candidate of five marks each. The Candidate shall have to attempt eight questions in all.

Objectives:-

To enable the prospective teacher educators:

1. to understand the need and importance of comparative education.
2. to explain the factors affecting the system of education of a country.
3. to understand the system of education of different countries.
4. to compare the salient features of system of education of different countries.
5. to understand the role of UNO and UNESCO in the field of education.

Course Content

UNIT I

- i. Comparative Education: Meaning, scope, need and importance.
- ii. Development of Comparative Education.
- iii. Factors affecting the system of education of a country: geographical, philosophical, social, political, economical and technological.

UNIT II

- i. Administration and Finance of Education in UK, USA, Russia, China, Japan, Israel and India.
- ii. Structure of Education in UK, USA, Russia, China, Japan, Israel and India.

The bottom of the page features several handwritten signatures and marks. On the left, there is a large, stylized signature. In the center, a date '22/06/15' is written next to a signature. To the right of the date, there are several other signatures and initials, including one that appears to be 'R' and another that looks like 'S'. The marks are scattered across the bottom of the page, below the printed text.

UNIT III

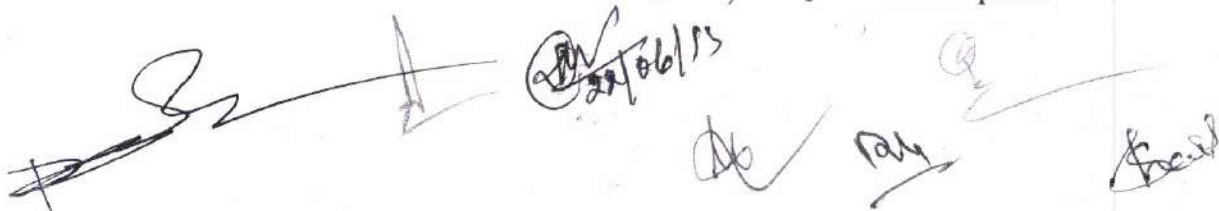
- i. Primary Education in UK, USA, Russia, China, Japan, Israel and India:
Development, Administration, Finance, aims, Curriculum and methods of teaching.
- ii. Secondary Education in UK, USA, Russia, China, Japan, Israel and India:
Development, structure, administration, finance, aims, curriculum and methods of teaching.
- iii. Higher Education in UK, USA, Russia, China, Japan, Israel and India:
Development, structure, administration and finance, aims, curriculum, methods and teaching.

UNIT IV

- i. Teacher Education in UK, USA, Russia, China, Japan, Israel and India:
development, structure, Administration and finance, aims, Curriculum, selection procedure for admission, training programme, evaluation and placement.
- ii. Adult Education in UK, USA, Russia, China, Japan, Israel and India:
Administration and finance, organization, aims and methods.

UNIT V

- i. Recent Trends and Innovations in Education in UK, USA, Russia, China, Japan, Israel and India.
- ii. Distance Education in UK, USA, Russia, China, Japan, Israel and India:
administration, organization and Strategies.
- iii. Globalization of Education: meaning, need and importance.
- iv. Role of UNO and UNESCO in making education practices and plans.



Handwritten signatures and dates at the bottom of the page. A date stamp '22/06/13' is visible in the center. There are several handwritten signatures and initials, including one that appears to be 'Raj' and another that looks like 'S. S. S.'.

Practicum

Assessment Internal

Max Mark 30

1. Comparative Study of Administration and Finance of Education of any two countries.
2. Comparative Study of Structure of Education of any two countries.
3. Comparative Study of Teacher Education of any two countries.
4. Means and ways to make the Adult Education programme successful.

References:

- Sharma, Y.K. – Comparative Education, Kanishka Publication New Delhi
- Sodhi, T.S. – A Text book of Comparative Education, Vikas Publication House, New Delhi
- Chaube, S.P. – Comparative Education, Vikas Publication House, New Delhi
- Sharma, R.A. - Comparative Education, R Lal Book Depot, Meerut
- Sharma, R.N. - Comparative Education, Subjeet Publication, New Delhi
- Sharma, R.A. – Tulnatmak Shiksha, R Lal Book Depot, Meerut
- Chaube, S.P. – Tulnatmak Shiksha, Vikas Publication House, New Delhi
- गौतम, एस०एल० एण्ड सुमन सिंह, तुलनात्मक शिक्षा, आलोक प्रकाशन लखनऊ,
- Internet.

The bottom section of the page contains several handwritten signatures and marks. On the left, there is a large, stylized signature. In the center, there is a circular stamp with the date '22/06/15' and some illegible text. To the right of the stamp, there are two more signatures. At the bottom right, there is a long, horizontal signature.

M.Ed.(IInd Year)

Elective Paper X (iii)

Measurement & Evaluation in Education

Time - 3 hrs.

Max. Marks- 70

Note- Twelve questions will be asked in all. Three essay type questions with internal choice of fifteen marks each. Nine short answer type questions out of which five have to be attempted by the candidate of five marks each. The Candidate shall have to attempt eight questions in all.

Objectives :-

To enable the prospective teacher education:

1. to acquaint with the basic concepts and practice adopted in educational measurement and educational evaluation
2. to understand relationship between measurement and evaluation in education and the existing models of evaluation
3. to orient with the tools and techniques of measurement and evaluation
4. to develop skills and competencies in constructing and standardizing the test.
5. to understand how various requirements of education are measured evaluated, interpreted and their results are recorded to help learners.

UNIT I

- i. Measurement, Assessment and Evaluation: Concept, Scopes, Need and Functions.
- ii. Functions and the principles of evaluation
- iii. Relationship between Measurement and Evaluation in Education.
- iv. Scales of Measurements; Nominal, Ordinal, Interval and Ratio

UNIT II



Handwritten signatures and dates at the bottom of the page, including a date stamp '20/06/15'.

- i. Need and use of psychological test in education and guidance.
- ii. Tools of measurement and evaluation
- iii. Type of referenced test; Norm and Criterion-referenced tests
- iv. Subjective and objective tools: essay test, objective test, scales, questionnaires, schedules, inventories, performance tests.

Unit-III

- i. Steps of standardized test; Achievement, diagnostic and psychological test.
- ii. Concept of Item analysis.
- iii. Criteria's of good test; Reliability, Validity, Objectivity, Norms and usability.

UNIT IV

- i. Description of different tools for the measuring of achievement, Aptitudes, Intelligence, Attitudes, Interest and skill.
- ii. Interpretation of the above test- scores and methods of feed back to students.

UNIT V

New Trends in evaluation viz: Grading, Semester system, Continuous and Comprehensive Evaluation (CCE), Question banks. Computerized Assessment and the future of testing.

Practicum-


Assessment Internal

Max Marks 30

1. Interview of a school counselor
2. Visit to a guidance or counseling centre and write a report.
3. Administration of an individual test and preparing a report.
4. Visit to a Intermediate School for guidance to X and XII class students.

References:

- Anastasi, A: Psychological Testing (Fifth-21) Macmillan Pub. Co. Inc. New York.
- Arun Kumar singh Tests, Measurement and Research Methods in Behavioral Sciences ,New Delhi , Tata McGraw Hill Publishing Company limited,1986

Handwritten signatures and dates at the bottom of the page, including a date "22/06/15" and several initials.

- E.F.Lindquist ;Statistical Analysis in Educational Research ;Calcutta, Oxford & IBH Publishing Co.1970
- Ebel, R.L: Essential of Educational Measurement, (Third Will Prentice Hall Inc. New Jersey. 1970)
- Ferguson,G A: Statistical Analysis in Psychology And Education, McGraw Hill International Book Co. (1981).
- Garrett, H.E.: Statistics In Psychology And Education: Vikas Peffer & Smara Co., Ins, New York.
- Granbach, L.J: Essential of Psychology Trends Harper Row, New York.
- Guilford, J.P: Fundamental Statistics In Psychology And Education, McGraw Hill (1965).
- K V S Sharma, Statistics made Simple Do it Yourself on PC; New Delhi , Prentice Hall of India Private India Limited,2001
- M Rajamanikram; Statistical Methods in Psychological and Educational Research New Delhi, Concept Publishing Company,2001
- R.A.Sharma ;Essential of Measurement In Education and Psychology ; Meerut,R Lall Book Depot,2005
- कपिल, एच.के: सांख्यिकी के मूल तत्व, भार्गव पुस्तक प्रकाशन, 4/230, कचहरी घाट, आगरा-4
- गुप्ता, एस.पी.: आधुनिक मापन एवं मूल्यांकन, शारदा पुस्तक भवन, इलाहाबाद।
- गुप्ता, एस.पी. :सांख्यिकी विधियाँ एवं मूल्यांकन, शारदा पुस्तक भवन, इलाहाबाद।
- अस्थाना विपिन एवं:मनोविज्ञान और शिक्षा में मापन एवं मूल्यांकन, विनोद पुस्तक मंदिर, आगरा।
- भटनागर ए0बी0 एवं भटनागर मीनाक्षी, मनोविज्ञान और शिक्षा में मापन एवं मूल्यांकन, आर0 लाल बुक डिपो मेरठ
- लाल, रमन बिहारी एवं जोशी , शैक्षिक मापन, मूल्यांकन, एवं सांख्यिकी रस्तोगी पब्लिकेशन, मेरठ।
- Internet







